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Lesson Plan Title: Roles of Women during the Civil War: Emphasis on Vicksburg, MS
Women

Concept / Topic to Teach:

- Civil War Women - Civil War and Reconstruction, 1861-1877
- Research, Written research paper, peer-editing skills, public speaking skills

Common Core Standards

- **8th grade Social Studies-**

MS 2. Understand how technology, geography, and social conflict have impacted the development of the United States.

MS 4. Understand the impact of American ideals and institutions on the development of the United States in the global community.

MS 6. Understand the purposes and the principles embodied in the ideals and values of the American Society.

- **8th grade Language Arts- Common Core**

CCSS.ELA-Literacy.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

CCSS.ELA-Literacy.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-Literacy.RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

CCSS.ELA-Literacy.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Research Paper:

CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence

CCSS.ELA-Literacy.W.8.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.W.8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-Literacy.W.8.1d Establish and maintain a formal style.

CCSS.ELA-Literacy.W.8.1e Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-Literacy.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-Literacy.W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Proofreading and Class Peer Editing:

CCSS.ELA-Literacy.W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCSS.ELA-Literacy.W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 here.)

CCSS.ELA-Literacy.W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Multimedia Presentation of Research Paper:

CCSS.ELA-Literacy.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-Literacy.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

CCSS.ELA-Literacy.SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)

Objectives:

- Students will develop skills in viewing primary sources.
- Students will analyze and draw inferences from using primary sources.
- Students will develop an understanding of women's roles during the Civil War with an emphasis on spies and soldiers.
- Students will enter the research process, research, and present a research paper on a significant woman in Civil War history.

Required Materials:

- KWL chart (http://www.teachervision.fen.com/tv/printables/KWL_Chart.pdf)
- Printouts of the Library of Congress Primary Sources or Computer Lab time to view gallery (Gallery: <http://www.loc.gov/teachers/classroommaterials/lessons/women-cw/gallery.html>)
- Printouts of Analysis Tool for Students (<http://www.loc.gov/teachers/usingprimarysources/guides.html>)
- Teacher's Guide to teaching with analysis tools (<http://www.loc.gov/teachers/usingprimarysources/guides.html>)
- Computer with projector or smart board to present media presentation.
- Poems projected or copied for group work
- Poetry Analysis Sheet Copied
- Computer access for students. (If you do not have access to a lab for your students, you could alter this activity by having students create posters for their presentations)
- Quote Activity-Copies of quotes for each student or group, art supplies
- Research Materials Printed: Rubric/Checklist

Time Required: 7 days: 45 minute classes/ 4 day: 90 minute classes

Suggested Grade Levels: Grade 8

Step-By-Step Procedures:

Day 1-

Social Studies

- Activate prior knowledge by presenting students with a KWL chart. As a whole group activity, ask students what they already know about women's roles during the Civil War. Be sure to fill out both the K (know already) and the W (what students want to know) columns of the chart. Leave the L column for the end of the lesson on day 3. (10 Minutes)

(http://www.teachervision.fen.com/tv/printables/KWL_Chart.pdf)

- Present power point presentation to students after a brief discussion of the Civil War and KWL chart. (30 Minutes. I use this power point to have my students take notes. **Differentiation: For lower-level, ESL, ELL, or EC students, print out guided notes or fill-in-the –blank notes**)
- After students take notes, Analysis of women's contributions during the Civil War through poetry analysis. I chose two poems: "Song of the Southern Woman" found here: <http://quod.lib.umich.edu/cgi/t/text/pageviewer-idx?c=moa;cc=moa;g=moagrp;xc=1;q1=Song%20of%20the%20Southern%20Women;rgn=full%20text;idno=ABV3703.0001.001;didno=ABV3703.0001.001;view=image;seq=0112> and "The Will for the Deed" <http://books.google.com/books?id=9y4OAAAIAAJ&pg=RA2-PA87#v=onepage&q&f=false> I put students in groups of three and have them analyze the poem together. I have created an Analysis Sheet for this activity. Keep in mind; I am both a Social Studies and Language Arts teacher, so I will be looking for literary elements within the poems as well. I have also included an individual constructed response question. I included a rubric for the small writing assignment) (**Differentiation: This could easily be adapted to be a whole-class activity if students need to be prompted or guided through the poems and poetry analysis sheet.**)

Additional Poetry: "A New Song of the Shirt" found here:

<http://digital.library.cornell.edu/cgi/t/text/pageviewer-idx?c=livn&cc=livn&idno=livn0069-8&node=livn0069-8%3A1&frm=frameset&view=image&seq=460>

Optional Activity in lieu of Poetry Analysis: Discuss assessment expectations and goals (This is a great opportunity to introduce the primary source analysis tool and to demonstrate how to effectively fill-in information found. These can be found on the Library of Congress's website, <http://www.loc.gov/teachers/usingprimarysources/guides.html>)

Per Instructions from The Library of Congress Lesson Plan, "Ladies, Contraband, and Spies", divide students into groups of three to view document sets or online gallery. Students will analyze the documents, recording their thoughts on the Primary Source Analysis Tool. (Before the students begin, select questions from

the teacher's guide Analyzing Primary Sources to focus the group work, and select additional questions to focus and prompt discussion of their analysis.)

(Differentiation: This could easily be adapted to be a whole-class activity if students need to be prompted or guided through the gallery.)

Language Arts

- Explain that students will be researching a significant woman in Civil War History. Students will be asked to create both a multimedia presentation and research paper for their project. I do the basic five- paragraph essay with my students.
- Discuss the aspects of a research paper and citations. Use the rubric, research packet, and outline to discuss specifics of the paper.

Days 2-4

Social Studies

- **Continued Activity from Day 1:**

Students may have not finished their assignment from yesterday. I would allow students ten additional minutes in their groups to complete the poetry analysis activity. (10 minutes)

After students complete their sheet, I use this time for a whole –group discussion. I have each group answer a separate question to ensure that everyone is adding to their answer and contributing to the discussion. I also review the constructed response question and write a class response on the board for practice for our end-of-course exam (30 minutes)

- Reflection: I have students write on a post-it note any one fact they learned today or any questions from the information we covered in the power point or poetry.

- **Optional Activity from Day 1- Continued**

Students will create a visual and oral presentation on the information they have concluded from the image gallery about primary sources and the power point presentation and present to the class. (I have allotted three entire class periods for this assignment because students need lab time to research and create power point or photo- story presentation.)

- Discuss rubric of the presentation prior to students beginning the project. (You may wish to add other items to your rubric. I have created a basic oral presentation rubric. You may view the rubric via Rubistar # **2076403** or Microsoft e-copy provided)

Social Studies and Language Arts

- Students can break away from just researching spies and soldiers and focus on any significant woman and contributions during the Civil War. (I have set the paper as a general informational paper. However, it can easily be adopted to an

argumentative essay in which the student identifies the woman's contribution and argues her significance in the Civil War)

Possible Women to research and resources:

1. Mary Chestnut
2. Kate Cumming
3. Rose O'Neal Greenhow
4. Emma Balfour- (Vicksburg) (talks about making cartridges for soldiers)
5. Mary Loughborough (Vicksburg) (without her recollections we might not have known all of the hardships endured by civilians at Vicksburg.
6. Lucretia Mott
7. Clara Barton
8. Belle Boyd
9. Harriet Tubman
10. Sisters of Mercy (Vicksburg)
11. Dorothea Dix
12. Albert Cashier
13. Pauline Cushman
14. Mary Elizabeth Bowser
15. Mary Edwards Walker
16. Loretta Janeta Velazquez
17. Susie King Taylor
18. Sarah Emma Edmonds

Language Arts-

- Allot time for students to research and spend time in the library/computer lab for research time.
- I also use this time to do a mini-lesson on peer editing rough drafts. I have included my checklist I use in my English 1 classroom.
- **Day 5-6**

Social Studies

- Students will write their own journal entry from the perspective the woman students have researched.
- Discuss rubric of journal entry or letter prior to students beginning on the project. (You may wish to add other items to your rubric. I have created a basic story writing rubric. You may view the rubric via Rubistar #: **2076404** or Microsoft e-copy provided)

- After students have completed their journal entry, have students go back to their KWL chart and complete the L column of that what they have learned.
- **Optional Activity from day 1 Continued:** Present presentations on chosen topic. (Rubric included for presentation)

Language Arts

- Students should have completed their research and have begun writing their rough draft. I have my students work on their research for homework, as well as in the classroom.
- After students have written their rough drafts, I take this day for peer editing and revisions. I assign the final draft for homework.

Day 7

Social Studies

- Primary Source Quote Activity Vicksburg Edition: Students will analyze quotes from civilians and illustrate pictures as if they were working for a magazine or newspaper during the Civil War.
- Group students in groups of three or four and have them analyze the quote. Afterwards, have all students create an illustration of their analyzed quote.
- Background Information: Most citizens could not read during this time, therefore newspapers and magazines provided illustrations of war happenings. This website has numerous Harper's Weekly pictures to use for an example:
<http://www.sonofthesouth.net/leefoundation/the-civil-war.htm>
- All quotes are taken from Alice Shirley's Diary and Emma Balfour's Diary .These are both available in the bookstore at Vicksburg National Military Park
- Possible Quotes to use:
 1. "I hope never to witness again such a scene as the return of our routed army! From twelve o'clock til late in the night the streets and roads were jammed with wagons, caissons, horses, men, mules, stock, sheep... As poor fellows passed every house poured forth all it had to refresh the m. o had everyone on the lot, and there were some visitors, carrying buckets of water to corner for them. Then on the back gallery I had everything was eatable put out and fed as many as I could" –Emma Balfour (Mrs. Balfour's Civil War Diary, p 12)
 2. "There is no possibility of writing regularly. Several times I have attempted to write but have been compelled to stop. We have spent the last two nights in the cave but tonight I think we will stay home. It is not safe I know, for the shells are falling all around us but I hope none may strike us." –Emma Balfour (Mrs. Balfour's Civil War Diary, p 22)
 3. "Yesterday the flag of truce was sent out, and met by one from the enemy, asking permission to bury their dead. They were a long time making up

their mind to do so- an armistice was to exist until nine o'clock last night, but just before it commenced the mortars across the river gave us a parting salute, of sixty-five shells, in forty-five minutes!" –Emma Balfour (Mrs. Balfour's Civil War Diary, p 27)

4. "My mother and the old home were greeted with a shower of bullets and shell from the advancing army. One shot passed her as she stood in an open doorway. A piece of shell struck the top of a chimney and tore it away, and passing into an upper room, shattered a bedstead. She thought rapidly; the thing to be done was to hand out a flag of truce, and quickly she secured a sheet to a broom handle, and sending it by our carriage driver to the upper front porch where it might be seen from a distance, it was soon waving a truce to the bullets."- Alice Shirley
5. " In our [attic] there were chickens, one mule I knew of was in hiding between bales of cotton in our gymnasium, a wall of cotton bales built around him, so his voice might not be heard. My sister-in-law had a part of her chickens in the parlor. The sound of the piano roused the fowls from their dreams; the chickens squirmed and peeped, the turkeys flapped their wings and used their voices." – Alice Shirley
6. "You must understand that it was not in the usual way we walked down the street but had to take the middle of the street whenever we heard a shell & watched for it, & as this was about every half minute you may imagine our progress was not very fast. As soon as a shell gets over your head you are safe, for even if it explodes then, the pieces flow forwards and do not touch you, but the danger is that sometimes while watching one, another comes and may explode or fall near you when you are not aware."- Emma Balfour
7. "I have just come from Sky Parlor where we went to see another gun-boat fight. In a very short time, we perceived that the monster (gunboats) was disabled and a tug from about came to her relief. She drifted over to the Mississippi shore- and then arose the glad shout "She is sinking!" Sinking indeed she was- and there she lies under water except her chimneys and her horn."- Emma Balfour
8. "Today a shocking thing occurred. In one of the hospitals where some wounded had just undergone operations, a shell exploded, & six men had to have limbs amputated. Some of them that had been taken off at the thigh, and one who had lost one arm had to have the other taken off. It is horrible, and the worst of it is we cannot help it." – Emma Balfour
9. "Soldiers began pouring in; regiment after regiment passing through on their way to Vicksburg, which soon was to be the seat of war. For three days there was a steady tramp, tramp; brass bands played the stirring

national airs. "Dixie" was heard no more, the dear old flag floated to the breeze, and the great procession moved on. Far away, winding over the hills we saw blue coats, their bayonets glittering in the sunlight, their flags floating to the breeze..." –Alice Shirley

10. "Wednesday morning was all excitement. "The Yankees are coming, the Yankees are coming!" The news spread terror to all hearts save a few who secretly rejoiced; two of the few were father and myself. He was so happy that he forgot to think of ourselves or how we were to get home. The people of the village were hurrying hither and yon, the women hysterical, many hiding their jewels and their money."- Alice Shirley

Language Arts

- Students should have turned in their final draft.
- Video: <http://mrnussbaum.com/civil-war/women/>
- <http://www.library.csi.cuny.edu/dept/history/lavender/386/truewoman.html> (check out the link to the ladies' magazine on the site --- perhaps a neat primary source for the students). I show this on my overhead after the video and before students begin writing.
- In-Class Writing- Have students write a reflection on the lesson and what they have learned. Suggested points to include are: What impact did these women have on the fields of medicine? What impact did these women have on women's rights? Reflect on the attitudes of women and what was expected of them during the 19th century compared to what is the norm for women today. What rights do we enjoy now that women didn't have then? Did the Civil War make changes to women's lives in the US? In what way? In what way did women's lives not change? Etc.

Evaluation:

- Primary source analysis tool
- Rubric for multimedia presentation and journal entry.
- Rubric for research paper
- KWL chart
- Reflection

Extension Activities:

- This is a great web-quest that requests students to prepare an editorial news story detailing the life of one female Civil War spy and explaining why they have been inducted into a fictional American Women's Hall of Fame. This activity can be found @ http://www.lincolnparkboe.org/WebQuests/civilwar_spies.htm#Introduction
- During the Power Point, before introducing the Espionage Portion, the following game would be an attention getter: “During the war, many men and women served their side by spying on the enemy. Spies could give information about the enemy’s location, size of manpower, or other important news that could give an advantage. Sometimes spies would be in plain sight, posing as a soldier for the opposing side. In addition, women made excellent spies because they were not as suspect. Women would hide coded messages in their hair, secret pockets in their clothes, and sometimes even in fake teeth. They delivered the messages to commanding officers and really made a difference in the course of the war. Of course if they were caught, the message would be in code and would be difficult for the enemy to decipher. Today we are going to look at a secret code and decipher it! Then we are going to send secret codes to each other! But first, I’ve heard there is a spy among us right now. Yes, yes, in your own regiment. Let’s find out who it is. Here are the rules for this game; it’s a bit similar to “Head’s up, Seven Up”. Everyone will put their heads down on the table and cover their eyes. I will tap the people on the shoulder who are the spies. I will say “Heads down, thumbs up!” or “Heads down all around!” The students who are not selected then put their heads down, close their eyes, and put up one thumb each. The chosen seven spies through the room, secretly pressing down one thumb each and then returning to the front of the room. I will then calls, “Heads up, seven up!” or “Heads up, stand up!” All campers raise their heads and the seven whose thumbs were pressed stand up. Each in turn names the person they think pressed their thumb. If they are correct, they have found the spy, and the spy sits down and the winning child takes their place. The game then starts again. Now, who wants to decipher a secret message for the president of the Confederacy? Teacher: Pass out Civil War Codes handout. Read Introduction on the page. Have campers decipher code on the page: A message for Jefferson Davis (This handout came from The Student’s Civil War Resource Book, ISBN 978-0-635-07644-1 <http://www.gallopade.com/productdetails.cfm?PC=17121>

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<<http://www.americancivilwar.com/women/women.html>>.

Lesson Plan Works Cited

Civil War Quote Activity quotes collected by Vicksburg Education Technician Lindsay Smith

Lesson Plan template taken from: <http://www.lessonplanspage.com/LessonTemplate.htm>

Lesson plan by Shannon Howell Overby, English 1 and World History Teacher, Hickory City Schools and Vicksburg National Military Park Teacher-Ranger-Teacher.

Templates

Research Paper Rubric Title Page: (5 points)

Name_____

1. Set up: (Title, Name, Date, Period, all centered in the middle)

Opening Paragraph: (3 points each)

1. Thesis Statement
2. 5 sentences minimum
3. Statements are general
4. Paragraph transitions well
5. Spelling/Grammar (fragments, run-ons, etc.)
6. Capitalization/ Punctuation

First Paragraph: Biographical Information (3 points each)

1. 5 sentences minimum
2. Born/Died
3. Where born
4. 3 facts about his/her life
5. Paragraph transitions well
6. Spelling/Grammar
7. Capitalization/Punctuation

Second Body Paragraph: Her influence/impact on America/world (3 points each)

1. 10 sentences minimum
2. Positive Influence on the World/America
3. Relevant examples
4. Lasting impact (how is impact felt today)
5. Paragraph transitions well
6. Spelling/Grammar
7. Capitalization/Punctuation

Third Body Paragraph: Other important/interesting facts (11 points)

1. Complete Paragraph with a minimum of 5 sentences

Closing Paragraph: (3 points each)

1. 5 sentences minimum
2. Statements are general
3. Closing Statement
4. Spelling/Grammar
5. Capitalization/Punctuation

Works Cited: (3 points each)

1. 3 sources minimum
2. At least 2 different types of sources (book, internet, interview, magazine)
3. Format (easybib.com will help you format into MLA style)

Typing: 12 or 14 font (5 points deducted if not followed)

Arial or Times New Roman
No shadowing or bold print
Double-Spaced
Handwritten: Must be in blue or black ink
Double-Spaced
Must be neat- I will not grade if I cannot read it.
Only write on the front side of the page

PEER EDITING CHECKLIST

Directions: Make any corrections or recommendations on this sheet. You may use the back of this sheet if necessary. Be thoughtful and thorough in your read-through. Be very specific and helpful in your comments. (Leaving something blank or "I don't know" is not acceptable!)

1. Name of Essay Author: _____

2. Name of Peer Editor: _____

Introduction Paragraph:

3. Is the first sentence an "attention getter"? _____

4. Does the introduction paragraph flow into the thesis statement? _____

5. Please write the thesis sentence here. Would you make any corrections? _____

6. Does the thesis express a clear idea? _____

Biographical Information- Body Paragraph

6. Does it have a good, overarching topic sentence which frames the paragraph? _____

7. Does the author have the following information within the paragraph?

- 5 sentences minimum _____
- Born/Died _____
- Where born _____
- 3 facts about his/her life _____

- Paragraph transitions well _____ (If the paragraph does not have a transition sentence, suggest one for the author.) _____

Second Body Paragraph:

Does it have a good, overarching topic sentence which frames the paragraph? _____

Does the author have the following information within the paragraph?

- 10 sentences minimum _____
- Positive Influence on the World/America _____
- Relevant examples _____
- Lasting impact (how is impact felt today) _____
- Paragraph transitions well _____ (If the paragraph does not have a transition sentence, suggest one for the author.) _____

Third Body Paragraph:

Does the author have the following information within the paragraph?

- Complete Paragraph with a minimum of 5 sentences containing notable or interesting facts about topic. _____
- Paragraph transitions well _____ (If the paragraph does not have a transition sentence, suggest one for the author.) _____

Closing Paragraph:

Does the author have the following information within the paragraph?

- 5 sentences minimum
- Statements are general
- Closing Statement- Does the conclusion offer a restatement of the thesis?

Works Cited: (3 points each)

1. 3 sources minimum
2. At least 2 different types of sources (book, internet, interview, magazine)

3. Format (easybib.com will help you format into MLA style)

Poetry Analysis Sheet

1. The title of the poem is _____.
2. The poem is written by _____.
3. What is the point of view of the narrator? _____
4. Who is the speaker? _____
5. What is the plot of the poem? (The Basic Idea) _____

6. What is the setting of the poem?
7. What do you think is the most important line of the poem? Why do you think so?
8. What (mental) images does the poet use to make his or her point?
9. Is there any use of figurative language within the poem? If so, identify the type and provide the line.

Constructed Response: (Individual Work)

10. What can you learn about the time/era and societal changes for women from the poem? Give one example from the selection to support your answer.

Rubric for Constructed Response

Score 0

No response or the response does not address the prompt

Score 1

Fulfills only 1 of 2 requirements of a level 2 performance

Score 2

Analyzes the role of the women as a historic turning point; uses one statement from the text to support the analysis